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ABSTRACT

The following articles of interest to teachers of English as a second language (ESL) are included: (1) "Guided Writing in a High School" by Jean Brent; (2) "The Silent Way--Report on a Workshop" by Andrew Weiler; (3) "Multicultural Education: Report on an In-Service Day" by Helen Crain-Welsby; (4) "An ESL Perspective on a Child's Language" by Trevor McQuinn; (5) "Computers in Education" by William Caelli; (6) "The Notional Syllabus: Theory and Practice" by Julia M. Dobson; and (7) several reports on conferences, programs, and courses. (JB)

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Vol. 4 No. 3 October 1979

TEFL TESL NEWSLETTER

ED201173

FOR THE INTERCHANGE OF INFORMATION AND IDEAS ON THE TEACHING OF ENGLISH AS A SECOND OR FOREIGN LANGUAGE IN AUSTRALIA

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EDITORIAL

The hazards of settling into a new country without having an adequate command of the language can be considerable. These hazards take many forms. One area of risk appears when a migrant, for one reason or another, becomes involved with the law.

Few of us who speak English can claim a great deal of confidence in knowing how to deal with the law - or how it may deal with us. For want of familiarity with the language as well as with local conventions, the new settler can easily find himself disadvantaged.

A recent *TESOL Newsletter* reported a case in the USA in which a defendant charged with driving under the influence of alcohol claimed that he had been discriminated against because the customary warning against self-incrimination had been delivered in English, of which he had only a limited command. Several potentially incriminating statements were later ruled inadmissible evidence because statements taken by the police had not been preceded by an effective warning of the defendant's constitutional rights against self-incrimination.

One problem that has faced our society in recent years has been the provision of translation and interpreter facilities in various places and for various purposes, including court-cases involving those whose English is limited or non-existent.

Those who are aware of the subtleties of language will appreciate the grave consequences that can flow from a poor choice of words, an unjustifiable emphasis on certain details, incorrect intonation, and even the intrusion of an interpreter's personal viewpoint, where a citizen's rights before the law are concerned.

Although many of the problems remain to be solved, it may be that an awareness of their existence is half the battle.

GUIDED WRITING IN A HIGH SCHOOL

*Jean Brent

The excellent article by my former colleague, Dr Denham[1] has prompted me to pass on my own experience in the field of guided writing.

After many years as a part-time tutor, I entered the Commonwealth Teaching Service in 1976 as a full-time ESL teacher at Telopea Park High School. In that year, an unusually high number of students with no English at all presented themselves at the school. Their chief needs, as I perceived them, were (a) a basic structural course which would follow a linear progression and (b) the lexis of the various subject areas in the school curriculum.

Once in class, however, it was evident that heavy demands would be made on the students to produce oral and written English in one form or another. In the 'rich linguistic environment' of a school, oral fluency would develop quickly. Writing facility would be a far more serious problem: often, in fact, it is never acquired, even by the native speaker. Accordingly, a writing programme was devised to supplement all the other components of the course for these beginning students, who were arriving every other week.

In preparing a graded writing programme, I was strongly influenced at first by *Guided Writing and Free Writing* by Lois Robinson,[2] and by the *New Concept English* series of Louis Alexander,[3] both of which I had used when tutoring on Dr Denham's course at the Canberra College of Advanced Education.

As the programme developed, it contained also the types of exercises used by teachers everywhere, including those in the L1 classroom.

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* Mrs Brent teaches ESL at Telopea Park High School and at the Introductory Language Centre in Canberra, ACT.

However, in preparing material for these beginning students, I had to observe one constraint - the point that they had reached in *Learning English in Australia*,[4] which was the basic course that I had selected for the structural component.

In mid-1976, with the aid of an Innovations Grant from the Schools Commission, Mrs Edna Hopkins of Telopea Park High School achieved her dream of establishing an Introductory English Centre. This Centre was designed to serve all Canberra teenagers who had insufficient English for school or for employment purposes, and was to be located outside Telopea Park High School.

I now have the good fortune to teach in both institutions - the school and the Introductory English Centre - and I have therefore been able to use the Guided Writing Programme with the students at the Centre and to continue it with those of the Centre students who come to Telopea Park High. This situation has also provided me with an opportunity to refine the Programme in the light of new ideas or of perceived needs.

This is the form the Guided Writing Programme takes today:

1. *SEEN* DICTATION, within the first few days - one sentence only
2. *SEEN* DICTATION, after the first week - one paragraph
3. *UNSEEN* DICTATION, after two or three weeks
4. CLOZE EXERCISES, based on text of readers from *Learning English in Australia* (form words are deleted)

5. DESCRIPTION OF AN OBJECT. Examples:
   (a) An *apple*
   An apple is round. It is green or red. It has brown seeds. We eat it.
   (b) A *watermelon* (A *tomato*....., *orange*....)
   A watermelon is..... It is .....
   It has..... We.....
   (c) Describe a *potato*.

6. DESCRIPTION OF AN ANIMAL

Teacher's model: An *animal*

It is a large animal. It is grey. It eats grass. It lives in Africa. It has a long trunk. It is an .....

Students write descriptions of any animal on this model and read it to the class. The other students have to guess what it is that they are referring to.

7. DESCRIPTION OF SOMEONE IN MY CLASS. Similar technique to 6.

8. SET OF INSTRUCTIONS. How to make tea, how to cook rice, how to clean shoes etc.

Teacher's Model: *How to make tea.*
First fill the kettle with water. Boil the water.
Next put some tea-leaves in the teapot. Pour the boiling water on the tea-leaves and let it draw.
Then you can pour the tea into a cup and drink it.

This model will vary, as the information should be elicited from the class, the teacher then writing it in the student's words. They then say and write other instructions.

9. DEVISING A FORM. A basic form to be filled in, with such details as name, address, date of birth, marital status, is devised, based on suggestions made by the students as to the kind of information such a form might ask for.

10. NARRATIVE. Again with the oral activity preceding the written one, students answer questions based on a recent experience, then join their answers together with appropriate connecting devices.

11. RETELLING A STRIP STORY. Students are given, out of sequence, strips of a story. They then reassemble them in the correct sequence.

12. DIALOGUE. One speaker's *part* is supplied. Teacher elicits from the students their suggestions as to what the other speaker might have said.

As I have mentioned already, the exercises that I originally prepared have been modified in the light of experience. Here are a few pointers I have found useful in order to heighten the interest in an acceptance of writing by students. For, after all, writing is not generally the student's chief delight!

. My students buy a slim exercise book and label it beautifully with the simple word *Writing* - plus, of course, their name.

. Oral preparation is absolutely essential. Suggestions are elicited from students before ever pen is put to paper. This requires most of one lesson.

. I soon discovered that nothing kills the students' interest as effectively as the teacher's red pen. Consequently, following the oral build-up, each student writes his piece of text on a *piece of paper*, which I correct. Then it is copied into his book, free of errors; and, of course, there are great benefits in the habit-forming effects of re-writing correctly.

At this stage, the red pen is eagerly sought for teacher comments like *Excellent, Very Good* and so on. It is touching to see each student's pride in the little paragraph of faultless English he has produced and the decorations with which each page is often embellished. As we all know, success gives confidence.

. Finally, *eliciting* from the students in the oral preparation stage is central to the whole process.

With those students who go from the Centre to my school, Telopea Park High, I am able, to some extent, to continue this programme. At the High Schoool, they elect to study seven subjects, two of which must be

ESL; eventually this is reduced to one ESL, but they take English as well. Ultimately, they leave the ESL programme altogether, as soon as they and their ESL teachers feel that they can function without the support of the ESL staff. In the beginning, these intermediate students, although equipped with a very solid grounding in the basic language skills, need a great deal of help of many kinds.(5) However, one lesson per cycle(6) is spent by my students on Guided Writing. Here again, the emphasis is on *chunks* and not on the sentence. This involves consideration of the cohesive features as well, of topic sentences, of vocabulary and, sometimes, of the oral practice of a particular structure required for a piece of writing.

Usually, the piece of writing has a functional-notional basis and is stimulated by that much-loved programme, *Waterloo Street.*(7) So we write complaining letters, for example, or dialogues (which have first taken place in oral form) in which people complain, request, suggest, give opinions or question.

Here is an outline of some of the exercises. Note that for these students, who have covered the Introductory English Centre's structural course or its equivalent, grading is no longer necessary.

A. THE PARAGRAPH

1. Identification of topic sentence in various paragraphs
2. Supplying a topic sentence which is missing from the paragraph
3. Supplying a paragraph when the topic sentence is given
4. Rearranging sentences in order, to form a paragraph
5. Cloze paragraph: with connecting words deleted - these have first been introduced in context and discussed
6. Writing of sentences by students on board, to form a paragraph - teachers have provided the topic sentences.

B. FUNCTIONAL-NOTIONAL WRITING

1. Letters of thanks, letters of congratulation, applications, letters of complaint, letters expressing opinions etc. (to newspaper)

2. Combined writing exercise on board
3. Narrative (retelling a story)
4. Advice (to a tourist, to a job-seeker, to a broken-hearted correspondent)
5. Obligation, e.g. school rules, library rules
6. Short definitions; long definitions (in a paragraph)
7. Different points of view (school uniforms, driving licences for 21-year-olds, smoking, compulsory sport)
8. Suggestions to a friend who wants to lose weight
9. Narratives of experiences (excursions, holidays, sports days etc. in response to questions)

The Guided Writing Programmes I have devised for both the Introductory English Centre and Telopea Park High School students are an attempt to meet what I perceive to be one of the ESL student's greatest problems - that of written communication. I know that this need is generally felt in schools everywhere and that others are devising ways of helping students to develop writing skills. I would like very much to hear from teachers working in this field. Please write to me at Telopea Park High School, NSW Crescent, Barton, ACT 2600.

REFERENCES

1. See 'Developing Writing Skills', by Dr Patricia Denham, *TEFL/TESL Newsletter*, 4, 1, February 1979

2. Robinson, Lois, *Guided Writing and Free Writing*, Harper and Rowe, New York, 1975

3. Alexander, Louis, *New Concept English*, Longman, London, 1967

4. Commonwealth Department of Education, *Learning English in Australia*, AGPS, 1973

5. On the whole, this Guided Writing Programme is used only with intermediate students. However, with more advanced learners, the ESL teacher may be able to provide help, such as a series of headings representing areas to look at, when the children have been asked to do assignments for other teachers.

6. Telopea Park High School operates its timetable on a seven-day cycle with six lesson periods per day.

7. For an account of *Waterloo Street* and its objectives, see *TEFL/TESL Newsletter*, 4, 2, May 1979 (Ed.)

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THE SILENT WAY - REPORT ON A WORKSHOP

*Andrew Weiler

Having been involved in the pedagogic field in one way or the other for seven years, my attention is continually brought back to the question - How does one best facilitate the learning process? Until recently I had not even come close to finding a direction in which to search.

After having attended an introductory workshop on *The Silent Way* held by Jane Orton a few months ago, and subsequently trying to apply the method in my classroom in July, I had the opportunity of attending a three-day Mandarin Chinese course with Jane Orton - *à la Silent Way* - the result of these experiences being that I now have a direction to devote my energies to in searching for an answer.

The understanding which underlies *The Silent Way* recognises and confronts one of the biggest problems that continually hampers the school age and adult learner - the inability to listen in a *constructive* way, to listen in such a way as to absorb what is being said. The best way to describe this *absorption* process is to refer to the par exemplar of a learning model - the child. The toddler *absorbs* its mother tongue (and sometimes a second language side by side) through being able to listen in a constructive way, i.e. organise, recall, reduce and analyse the language it hears. There is for infants very seldom if any systematic teaching of language. The child learns solely through its own capacities.

The Silent Way proceeds to educate the learner not only in the new language but also, I believe, to help the learner get back in touch with that mechanism that we all were born with but which with successive years of miseducation we have all but lost. This is where, to me, the real beauty of the method lies.

---

*Andrew Weiler is a teacher with Adult Migrant Education Services in Melbourne.

The way we have been taught to learn (and consequently taught to teach) is to learn blocks of knowledge, that is, to be given or take a block of knowledge and to study it till it is memorised and/or understood. This is not the method the child uses or the situation it finds itself in, nor is it the situation a learner finds himself in (except in the class). If a child can do such a mammoth task as to learn a new and first language why can't an adult do it equally well, if not more effectively. The adult's learning apparatus should be far superior to a child's if we accept the assumption that an adult is more intelligent than a child.

In the first week of August I attended a methodology workshop on *The Silent Way*. Here a lot more things clicked into place for me.

This method first of all demands that the teacher work towards a thorough understanding of the English language. Seasoned teachers at this seminar all had to admit that more work in this area is essential if the inherently creative aspect of this method is to be exercised.

The method further recognises the need for tools that make the language immediate (not compounding the difficulty of the situation by unreality and distance), and the need to help the student to organise the language in a systematic fashion. Language that is functional and that can be used here and now in the classroom context, language that helps the learner to communicate and manipulate that reality is what is called for.

The Silent Way presents the language in a building-block fashion - but not in the conventional building-block fashion, the pace is so fast and the buildings so many that it is impossible to approach learning in the manner we are accustomed to. The learner is forced to 'let go'. Persevering with traditional learning techniques only leads to frustration as we are inundated with new information. The formation of sounds, building of sounds into words, into sentences, the building of functional structures, vocabulary, Cuisenaire Rods and whatever else the teacher cares to introduce, are all brought into play, weaving an intricate web of language which the learner has to continually work at to decipher.

As the web is woven the learner must perpetually force himself to be attentive and not to worry about what has not been understood. Just as a child does one can only *do*. English is forbidden and thinking about it is counter-productive. Just listening and trying to make sense of the evolving language is the only viable course.

What has also become clear to me is that there are no prescriptive remedies, no norm; every situation demands a different approach. The problem remains for the teacher of *The Silent Way* to be sensitive to that fact and to constantly bring himself back to the 'smell' that pervades a *Silent Way* class - a very special and elusive aroma which demands the teacher be continually receptive and creative.

The above is a personal statement and one which I am sure does not do justice to the method.

* * * * * * * * *

MULTICULTURAL EDUCATION: REPORT ON AN IN-SERVICE DAY

*H Crain-Welsby

Mr Matthews, the Officer-in-Charge of Child Migrant Education in New South Wales, who was our Guest Speaker, took his listeners through a review of many of the concepts associated with multiculturalism. He began by briefly calling attention to the existence throughout the world of national cultural policies where members of different ethnic groups and cultures have coexisted. He listed multiculturalism along with other national cultural policies such as extermination, separatism, and assimilation. In Australia today, the direction of national policy is towards multiculturalism. But within our Australian contemporary society, the meaning of the term multiculturalism is too often unclear. Mr Matthews presented the term 'multicultural society' as one which is based on ethnic acceptance and cultural promotion. He introduced the term *'ethnicity'* and equated it with ethnic identity, of which there are two aspects (a) personal identity and (b) group identity.

Mr Matthews highlighted the fact that ethnic identity cannot be equated with national origin in many cases. The aim of a multicultural society should not be to focus on ethnicity *per se*, for in so doing, one is often forced to focus on the very thing which divides people.

What, then, in dealing with a multicultural society (which education must reflect) should be education's response? Expressed most simply, Multicultural Education is the educational response to multiculturalism, that is, a society which is multicultural. Its aims must be linked to whatever are the developing needs of a multicultural society which is dynamic.

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* The Queanbeyan, NSW, ESL Teachers' Association held its first-term in-service day on 26 April 1979. Guest Speaker was Mr P Matthews, Officer-in-Charge of Child Migrant Education in NSW. Helen Crain-Welsby's report is reproduced here by courtesy of the Newsletter of the TESL Association of the ACT.

Multicultural education which is effective must be able to deal with all of the following:

1. A student's *Australian* ethnic identity (How an ethnic group changes, develops, evolves within Australia)

2. A student's *Australian* national identity

3. The interaction/inter-relationship of students from different ethnic backgrounds in a multicultural society.

Multicultural education which is effective acknowledges and accepts that:

1. Australia has always been a multicultural society

2. Different groups have made different contributions (to society as a whole)

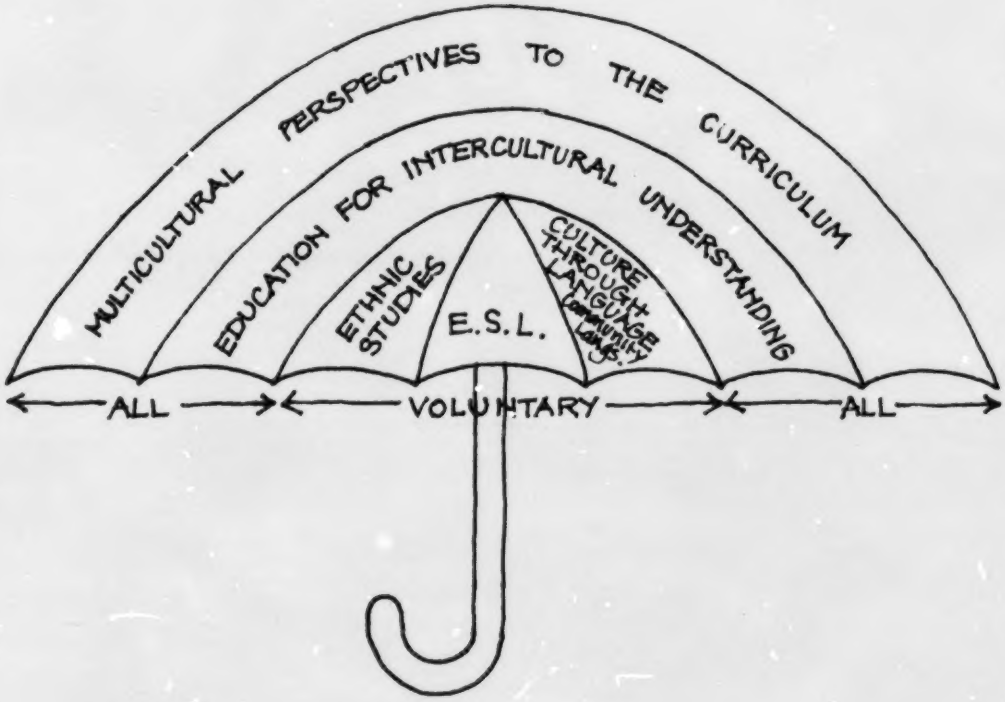
3. Intercultural understanding comes through clarification of values, attitudes and beliefs (values which are internal)

4. Increased inter-ethnic harmony and decreased inter-ethnic tension can be effected by multicultural education

5. A student *can* realise his ethnic identity within this Australian society.

A certain *model* for successful multicultural education in the New South Wales schools has been proposed. This model reflects the belief that multicultural education cannot be separate, but rather must be a

full and integral part of the school curriculum. The proposed model reflects five components of multicultural education in the form of an umbrella - see diagram.



The solid lines indicate that portion of the model which would be compulsory, that is, learned by all. The broken line indicates the components of the model which would be voluntary within the school curriculum.

* * * * * * * * *

AN ESL PERSPECTIVE ON A CHILD'S LANGUAGE

*Trevor McQuinn

> *'What's one and one and one and one and one and one and one and one and one?' I don't know,' said Alice. 'I lost count.' 'She can't do Addition,' the Red Queen interrupted.*
>
> Lewis Carroll: *Through the Looking Glass*

For all of his supposed nonsense, Lewis Carroll displayed a deep understanding of the complexities and problems of language acquisition. In this quotation he underlines the difference between linguistic competence and linguistic performance. Alice understood what was being said but the Red Queen judged her performance as a deficiency in an entirely different context.

Alice, as with every child, had been exposed to language from birth. Her language was grammatically 'pure' and, even if not overtly aware of the rules, she used language which was the result of her knowledge of the sound system, the rules of sentence construction and the system of meanings; the phonology, the syntax and the semantics.

If Alice, the product of a monolingual society, with all the advantages of a schooling system which stressed purity of grammar and actively taught prescriptive grammar, could find herself the victim of a semantic muddle, what then is the position of a child who enters the monolingual society with a foreign tongue?

In our time, when prescriptive grammar is an unwelcomed intruder into the classroom, we tend to turn a blind eye to some basic truths. Each child brings to school the results of years of exposure to language in its many forms and imperfections. The intonation, rhythm and patterns are those of the parents together with dialect variations and grammatical imperfections. These constitute the natural and spontaneous speech of the child. The teacher then sees it as a duty to eradicate mistakes and implant correct usages.

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*Mr McQuinn is the teacher of ESL at Watson High School, ACT.

The process of acquiring language has been the vehicle for many learned texts by linguists and psychologists such as Piaget, Skinner, Chomsky, Bloom and McNeill, but I consider the writings of a much earlier man to say it all. In AD 400, St Augustine wrote....

> for I was no longer a speechless infant; but a speaking boy...This I remember; and have since observed how I learned to speak. It was not that my elders taught me words...in any set method; but I....did myself...practise the sounds in my memory....And thus by constantly hearing words, as they occurred in various sentences....I thereby gave utterance to my will...
>
> *Confessions*

St Augustine stated....'It was not that my elders taught me words...' and I agree that you cannot learn a language from a dictionary, but words do form the basis of any language. Thorndyke has estimated that the child brings to school some 1700 functional words and some 5000 receptive words. these are the basic weapons the child uses to communicate with teachers and react to directions. The child uses this vocabulary in many different patterns of sentences which vary greatly in their complexities and constructions. These are the vehicle for the teacher to expand and improve the child's linguistic performance. These are the basis for literacy and expression.

> *Let us go down, and there confound their language, that they may not understand one another's speech*
>
> *Book of Genesis*

We no longer live in a monolinguistic society. Today over one quarter of our society is, to a degree, bilingual. The following is based on a boy who is typical of that one quarter of our society.

Nikko is the first born of a family who arrived from Greece some six years before his birth. Nikko's parents have taken out Australian citizenship, but in all things - language, custom and family - they are Greek.

Nikko spent the first five years of his life surrounded by things Greek. This was the language he learned at his mother's knee and as he followed his grandmother and relations around the house. And, as

did St Augustine,.....'practised the sounds in his memory.... and gave utterance....'.

At this stage the only difference between Nikko and his English-speaking peers is that his language has a different phonology, syntax and rhythm. He has the same quantity of functional and receptive words, the majority are Greek but some are English gained from TV or contact with Australian neighbours.

On his first day at school Nikko receives the first of many shocks he will experience. He discovers that he is not the articulate child his parents know, but a bewildered and inarticulate child who struggles to make sense of what his classmates and teachers are saying. Some words are recognised but the pattern of sentences does not fit his rules, his language has been 'confounded'. His belief in the values of his parents is to be tested, his self-esteem is in jeopardy.

Nikko is a normal reasoning lad, within the limits of his experience and cognitive maturation. School to him becomes a place where he can no longer rely on his experience and use those five years of stored linguistic information. Competence and performance are no longer allied but become two disparate factors. A logical result, in monolinguistic terms, will be to decide that Nikko needs remedial assistance. The *Concise Oxford Dictionary* defines this as being....'means of removing or counteracting or relieving an evil; redress, legal or other reparations.' This is a somewhat pedantic view, but if this is the sense of remediation then the question arises, 'How can you remediate when the cause of need does not exist?' Nikko does not 'speak' English, *ergo*, his English cannot be remediated.

For Nikko, the possibility is that he will now be regarded in the same light as a native English speaking child who has failed to reach a satisfactory level of competency and performance. His own abilities which are expresed in his communication with other Greek speakers are ignored. He, quite unwittingly, is labelled as a linguistic failure.

There are three options now open to Nikko and his parents:

(1) They decide that Nikko cannot allow his language to be wasted and put aside. They enrol him at a school which has a bilingual programme, with Greek language as the alternative.

Nikko now finds that his language has value and that he can follow a programme which consolidates and extends his fluency. At the same time he is introduced to a programme of English which is structured on his Greek lessons, and in this way each language can complement the other. The gaining of literacy is through Nikko's own words, Greek words, for literacy is an acquired skill which takes no mind of the tongue in which words are read. And more importantly, once this skill has been acquired it can be transferred if the script is similar. For Nikko reading in English requires learning a new set of phonemes and syntax, and as with his Greek, is based on his newly gained fluency.

By the time Nikko reaches Year 6 he can be both bilingual and literate, he has moved beyond the period of interlanguage and is a student in every sense.

(2) Nikko attends a school which provides an ESL programme. He is recognised as a child who has acquired a skill to communicate with his own particular group, but who cannot effectively communicate with the mainstream population. He is placed in a special group and introduced to a carefully structured programme where he may acquire fluency in English without any unnecessary impediment to his normal school programme.

But there is still an element of risk for Nikko, he may find that his school separates him from his peers for extended periods of the day, and that he becomes regarded by his peers as a person apart. This method creates tensions and an attitude which can actively resist help. To keep his own identity but to still be part of the mainstream population, Nikko's ESL programme should be part of normal school activity, he should not be withdrawn when his peers are engaged in group activities. If he does need a special time to be given help,

then this time should fall in a period of similar lessons for his peers. He is different from the others but he will recognise this and arrive at a solution in his own natural growth and maturity. He can be Greek and Australian without emphasising either one, but using each in its correct time and place.

(3) Nikko attends a school which does not provide language assistance. Despite the claims of those who state that the child will learn English naturally, this school places Nikko in isolation, for there is nothing natural in being subjected to a barrage of incomprehensible language which requires action and responses. Nikko learns a lesson in classroom survival; follow the lead of others and keep out of the teacher's range of vision when questions are being asked. In about six months you can't pick Nikko's voice from the others in the playground, for play and social interaction are a ready vehicle for language acquisition.

It is this veneer or surface of acceptable language which misleads some teachers into thinking that Nikko is coping with the English language. As each academic year passes the gap between his receptive and functional language bcomes more and more evident. The usual solution is the remedial class I mentioned previously, all because Nikko has never been given the opportunity to move beyond the interlanguage period.

In this situation there can be an unfortunate lack of professional and academic honesty, for, if the school knows of Nikko's background, then is it ethical to accept him into the school without informing his parents of the alternatives? Perhaps Nikko is the one student required to make the difference between retaining or losing a teacher. Perhaps the school is committed to the philosophy of neighbourhood groups and sees Nikko's place as being with his friends. A noble concept, but a mainstream philosophy which ignores Nikko's language.

As this situation involves children, it is very easy to become

emotional, so in an attempt to be dispassionate I suggest that you check your class records and list the incidence of:

(a) placement in remedial classes
(b) reports of disciplinary problems and lack of co-operation
(c) comments on apparent poor performance in literacy areas
(d) non-completion of home assignments
(e) repeat of any particular year (check years 3 and 4)
(f) lack of communication or participation by parents
(g) truancy, whole day or particular subjects
(h) apparent lack of effort in certain subjects
(i) absence from school excursions
(j) definite decline in academic performance after Year 8
(k) the predominance of 'migrant' names in lists of low levels of achievement.
(l) the number of times the word 'coping' appears in reports.

Spend'st thou thy fury on some worthless song,
Darkening thy power to lend base subjects light.

Shakespeare, *Sonnets, C.*

With some luck, and considerable effort, Nikko may bridge the gap and arrive at secondary school as one of those children described by Dr Jean Martin as a 'migrant child with high expectations and a desire to succeed.'

I take a more pragmatic view of Nikko's future, that of a teacher who has daily contact with the realities of Nikko's performance in the classroom. Daily I see the end results of the three options offered to Nikko's parents, and with this experience I place second-language children in three groups:

(1) The recent arrivals, those children who have arrived at our schools after completion of a significant part of their education in their country of origin. These children are the products of systems

which have followed programmes in the same development of skills as our system. The children have the same cognitive and perceptual development. For these children their lack of English is instantly recognised as the immediate barrier to their educational progress.

In the initial stages of language (English) acquisition there is a great amount of time devoted to building a sound and grammatically correct knowledge of the patterns of English. The one great danger in this system is that some schools ignore the fact that the students have an established store of knowledge and skills. The acquisition of English and the continuing development of these skills must be complementary.

The language is learned so that knowledge can be transferred. It is these students who display the greatest desire for learning and, as their fluency and usage grow, so does their level of academic attainment.

I do not wish to give the impression that each of these children will be an academic success. They all bring to the classroom their experiences of failure and of success and their expectations in the Australian classroom are a continuation of this. They suffer the same cultural shocks as did Nikko, but they have the maturity to rationalise these and adjust in a positive manner.

(2) The child who arrives from a primary ESL group. Once more this child will reflect previous experience for if the ESL teaching has been positive and guided the child to a recognition of linguistic strengths and weaknesses, then the child will accept the ESL placement as part of the natural order of education.

But if ESL classes have not given the child a sense of being treated as a whole person, then that child approaches secondary school with a feeling of being able to break out of the area and join peers in normal classes. There is little joy in insisting that the child follow your instructions, but careful monitoring of progress may result in the child realising that ESL assistance has advantages. A

positive 'no' from the student in Year 7 often results in a direct plea for help in Year 9, but that is two years lost.

Each child at secondary school takes English as a compulsory unit, and each child is placed according to ability and needs. So it is within the school's philosophy to place ESL students in the ESL class for English lessons.

There is no reason why the ESL child cannot receive a course which is compatible with the mainstream classes, and this can be done with the child's language limitations being clearly recognised and provided for. The greatest difference will be in the emphasis placed on segments of the course; there will be an easing of the insistence that literature be a major component and a greater emphasis on the need for expression and forms of communication.

I have stressed the importance of the child's attitude towards acceptance of help, and I have two illustrations of this situation:

(a) Simon attended ESL classes at a primary school but his elder brother had not accepted help when I first arrived at the high school. When Simon arrived I interviewed him and he was at once hostile, surly and quite emphatic that he wanted no part of ESL. I later saw his brother and mentioned Simon's attitude. The brother thought it over and replied, 'I'll have a talk to Mum, I don't think Simon knows what it's like to try on his own.'

(b) I taught Maria for three years and when her younger sister Peggi arrived, I was confronted by a young student who informed me that I had taught her sister so she was coming to my class. I guess it pays to advertise.

(3) The child who has not previously received help. It is here that the children described by Dr Martin are found, for these children settle into two divergent groups, those who by their own innate abilities and determination apply themselves to succeeding, and those

who give up and leave school at the earliest opportunity. I find it disturbing that there has been no survey carried out on these children, and it is their problem which most concerns me. Each subject at secondary school has its own specialised language, but schools tend to regard the usage of this language as the province of the subject teacher. Under normal considerations this is a natural vehicle for language, but for a student who has language deficiencies, it can become a vehicle for frustration. Particularly if the English programme is loaded with literature and drama. I stress this factor because English as a subject tends to regard its role as extending the student's knowledge and providing the refinements of language. Not very practical if you already use a sub-standard set of models.

I am convinced that if there is a need to prove the point that many of these children are permitted to under-achieve, then evidence can be found in the area of homework and written assignments. These require a child to handle all skills: literary, expression, research, contextual discrimination and word knowledge. But once the children leave the school ground then they are placed in language isolation. No matter how concerned, helpful or progressive their parents are, it becomes their sole problem when the vehicle for expression is academic English.

> *Imagine the Lord talking French. Aside from a few odd words in Hebrew, I took it completely for granted that God had never spoken anything but the most dignified English*
>
> Clarence Day, *Life with Father*

The above quotation personifies the attitude of many teachers towards second language students. It is reflected not only in their manner but also in the actual materials which are used in their classrooms. Textbooks are a part of educational life but they are usually written by the erudite for the enlightenment of the capable; too often these books have a literacy level far beyond the capacity of students and are written in a style which reflects educated, adult thought processes. For the ESL teacher most of this material has little value in teaching language. Fortunately there is a range of material

available which is cognisant of the need to present language free of complexities and obscurities. I refer to material made available to schools by the Commonwealth Department of Education such as *Learning English In Australia*, *Transit* and *Origins*. These cater for the needs of the linguist and are written to the interest of particular age groups. The alternatives are to screen materials available in the library, or purchase the rather expensive 're-writes' available through booksellers.

One final word regarding students who wish to progress to Years 11 and 12; please do not fall for the propaganda that tertiary institutions require a major or higher pass in English. English is essential, but it does not have to be the brand of literature-loaded subject which is a feature of so many of our courses. Literature-based English is seen to be a requirement for the area of teacher education which in turn perpetuates the myth.

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COMPUTERS IN EDUCATION: A REPORT ON A TALK BY DR W J CAELLI*

Dr Caelli discussed three systems of computers used for educational purposes: PLATO, CEEFAX/ORACLE and DISTRIBUTED CAI.

PLATO

This system is now used extensively in the United States and Canada, operating from a massive central computer installation valued at $5m. to which between one and two thousand terminals costing $6,000 each can be connected by telephone line. It is extremely flexible and highly suited to an intensive urban situation where the initial cost of between ten and eleven million dollars is feasible. It is expected that the initial cost will decrease in the next couple of years to two million dollars and four thousand dollars respectively.

This system, which uses only monochrome display units, uses TUTOR, a frame-oriented and picture-oriented computer language system for the development of educational 'courses'. Teachers learn the language in a short course, usually in a central office, where they then work for the next two to three years, writing 'courses' in their particular field of expertise for the system. TUTOR is classified, then, as a 'Course Writer' language.

This system usually employs nc supplementary material such as books or writing equipment. The computer, like a human teacher, takes a responsive role; that is, it reacts individually to each student. It has proved spectacularly successful in teaching remedial numeracy and literacy and in teaching languages. It has been found to be particularly effective with ten to fourteen year-olds as it avoids personality conflicts of teacher/student, or those generated in normal classroom competitiveness. The novelty appeal does not seem to wear

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* Dr Caelli of Electronics Research of Australia Ltd, gave the address, of which this is a summary, at the Language Teaching Branch, Commonwealth Department of Education, Canberra, on 9 August, 1979 (Ed.).

off because of the reactive nature of the computer's response. The system was originally designed as a supplement to the teacher, but now in some courses it can totally replace the teacher. Courses are bought by schools or private individuals. The computer terminals may be bought or hired, and usually the link-up time to the central computer is hired. Teacher input to the system is highest in the writing of these courses. However, this type of course writing is unlike writing ordinary curriculum courses, because the computer courses will not be used in a class or group situation, but in a one to one private tutoring situation.

PLATO is known as a computer managed system, which means that it automatically assesses student reactions and progress as well as teaching and reacting individually to each student. Either students or the teacher can obtain a progress report as a printout at any time. It operates on a one to one teacher to student ratio on the unquestioned assumption that this is the preferred ratio.

CEEFAX and ORACLE (Versions of TELETEXT & VIEWDATA Services)
These are hierarchical indexed systems being experimented with by the BBC which do not necessarily employ one to one teacher to pupil ratios. The computerised teaching programme is linked to a giant TV screen (6' x 9' at $5,000) and is broadcast over normal TV channels at specified times. Programmes can be monitored and stored. The computer allows immediate visual demonstration of results of hypothesised actions - e.g. if an oil well is drilled at spot X to a depth of X ft, it will hit a gas pocket and blow out; at spot Y it will not find oil etc.

These systems, using ordinary TV (or cable TV in some overseas cases) are already operating through Channel 7 and Channel 9 in Sydney, and a Test Case is being conducted in Adelaide. The cable versions are known as Responsive Media or Two-Way TV. The information is broadcast at the same time as ordinary TV programmes on a higher wavelength or FM frequency, and usually consists of information rather than courses at the moment - for example, what pictures are showing; what Chinese restaurants are open, their menus and prices.

Home viewers simply select the information required, which the computer prints out in place of the usual TV programme on the home TV screen. Time can be sold to businesses on these systems - for example advertisers might pay to have all items at a sale, or weekly grocery specials, available over the system.

This system has obvious advantages, as yet unused, in being able to provide information in a multitude of languages for migrants. The computer can be programmed to respond in various alphabets, or in two alphabets at once, such as Greek/Roman scripts. Hieroglyphic alphabets are problems however - but programmes are being developed for Hindi, Arabic, Urdu and a simplified form of Chinese.

A micro-integrated circuit can be fitted to these systems to produce voice responses: The Texas Instrument Company SPEAK AND SPELL is available locally, as is a unit at $400 which attaches to a Tandy home computer unit. Such a unit can simulate fairly closely the way the voice works, with inflexions, pauses, emphasis, emotion etc. and is now being developed so it can construct original sentences, not just utilise pre-recorded ones. The total costs of a voice unit and language programme is about $900.

Courses programmed for these systems are currently written in Coursewriter language or Pascal, which is probably the more useful language as it is also the system used by word processing units.

COMPUTER-AIDED INSTRUCTION - CAI

Dr Caelli discussed the steps required in such a programme, and advocated the use of Distributed CAI as being most economical and most suitable for Australian conditions, particularly in view of the extensive country areas here with low population ratios. Such a programme could be broadcast over the normal TV system, perhaps at off-peak or normally non-operating hours. It could be received automatically and stored by school or library computers. Copies could then be duplicated of each programme on a floppy disc, which could be posted to schools or individuals as required.

Courses for these programmes would need to be constructed at a central educational development centre by a rotating panel of expert teachers who would be trained on how to write the programmes. Once produced, the courses would be fed to a central computer to produce 'floppies' or course discs. These would then be integrated into a CAI unit containing, as well as the floppies, books, cassettes, slides or other necessary aids. This CAI unit would then be available for sale or for borrowing through a library. They could be played on computer-adapted TV sets in libraries in a similar manner to cassettes and records at present, or the general public might be encouraged to use them on computer-adapted TV sets in eductional institutions after hours or over weekends.

Dr Caelli mentioned that the NSW Government is currently tendering for fifty computer-aided TV units for stores for 1980. He also mentioned that if 10% of current Federal Government expenditure on computers were spent in Australia it would be sufficient to establish three or four viable major companies here in this field, and allied this to the fact that such high-innovative industries have been shown over a period of five years to generate 40.8 jobs per $1m. turnover; the comparable figures for an industry such as car manufacturing is 0.6 jobs. As an example, it has been estimated that in the 1980's and 90's the teachers may earn large salaries from the development of computer-based courses and also that the demand for teachers to do this may be enormous.

PHILOSOPHICAL IMPLICATIONS

These were not discussed in any depth, but some mentioned were:

(1) Isolation. Students have no socialising contact with teachers or students in a classroom situation.

This equally has avantages - no personality conflicts develop between students and teacher, or student and students. It also means education for scattered communities and isolated children is readily available.

It may assist the energy crisis - instead of children being driven to and from school each day, children can be individually tutored at home.

(2) Teacher employment. If computer programmes at home replace teachers, what do teachers do? A huge creative field becomes available, as course writers. Probably socialisation groups would need to be formed to cover the non-knowledge-getting aspects of education also. For younger children especially it appears difficult to substitute a computer effectively for a teacher.

(3) Individualised learning. With courses readily and cheaply available, learning at home will be limited only by the intelligence, maturational level and interests of a child. In school classes some children will therefore be miles in advance of their peers. How will a 'class' operate under such circumstances? If programmes are available for home study it would appear probable that 'learning' will be increasingly allocated to times unsuitable for other activities - i.e. shift workers will 'attend classes' midnight to four in the morning; housewives mid-morning; students when the weather or the football or the beach don't tempt them outside.

(4) Teacher training. How are teachers to be effectively trained for such radical changes in the foreseeable future? In-service courses will be in enormous demand. Job retraining as course writers etc. will be a tremendous task. A major upheaval in the education business appears inevitable; later, if not sooner.

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In a lighter vein....

DO YOU WANT TO IMPRESS YOUR LISTENERS?

In recent years a new type of jargon has sprung up that is nearly as incomprehensible as it is sophisticated. It employs phrases which sound pregnant with meaning but prove to be empty and often ambiguous.

You can generate your own impressive-sounding jargon by a very simple technique. Just select one word from each of the three columns below and string them together. In this way you can produce an endless variety of seemingly erudite terminology. For example, you can generate 'parallel policy options' - an expression bound to command instant respect.... and confusion.

integrated	management	options
total	organisational	flexibility
bilateral	monitored	capability
systematised	reciprocal	mobility
parallel	digital	programme
functional	logical	concept
responsive	transitional	time-phase
viable	incremental	orientation
synchronised	third-generation	projection
compatible	policy	software
balanced	staged	contingency
committed	provisional	framework
correlated	reversible	grid systems
quantifiable	inductive	feedback
extrapolated	exploratory	approach
tentative	staff-initiated	relationships
ad hoc	objective	reaction

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THE NOTIONAL SYLLABUS: THEORY AND PRACTICE

*Julia M Dobson

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Surprise! Anger! Disagreement! Joy! Warning! Generalizing! Words like these are filtering down from the higher atmosphere of current language-teaching strategy, stimulated by papers published by Council of Europe experts investigating the feasibility of a European unit-credit system for adult language learning.

What is the theoretical framework or model that encompasses these words? Will this framework replace the structural (grammatical/situational) approach to language teaching? What are some of the practical applications of this framework in the language classroom? Many language teachers are asking these questions, but the professional literature has thus far provided ony tentative answers. In this article I will present a brief survey of some of the major discussions of this subject. Then we will attempt to apply aspects of this theoretical framework to actual EFL/ESL classroom activities.

Inspecting the literature, we find relatively little 'theory' in this theoretical framework. It is essentially just a 'framework', identified by the term *syllabus*. Looking more closely, we discover various modifiers - *functional-notional*, *functional*, *notional*, and *communicative* are the ones frequently seen. This use of many different terms for the same thing, together with some confusion in defining *function* and *notion*, led EFL/ESL specialist Peter Strevens, at a 1977 Georgetown University lecture, to speak of a certain 'sloppiness' in current writings. To avoid a terminlogical confusion in our survey, I will use the label *notional syllabus* throughout.

Defining a notional syllabus

What is a *notional syllabus?* It can be described as the backbone of a language course based on language functions or speech acts rather than on units of grammar or situations with a grammar focus. It would include lessons entitled 'Expressing Approval', 'Disagreeing', 'Expressing Happiness', 'Predicting', 'Implying', 'Expressing Sympathy' and so on. It would replace current syllabuses that have units like 'Simple Past Tense', 'Adverbs of Frequency', 'Relative Clauses', or 'At the Drugstore', 'At the Football Game', 'Visiting New York' etc.

The general assumptions for a notional syllabus are summarily described by J L M Trim in his preface to *The Threshold Level* (van Ek 1975). Trim writes:

> By far the largest single group of (language) learners everywhere consists of people who want to prepare themselves, in a general way, to be able to communicate socially on straightforward everyday matters with people from other countries who come their way, and to be able to get around and lead a reasonably normal social life when they visit another country. This is not simply a matter of buying bread and milk and toothpaste and getting repairs carried out to a car. People want to be able to make contact with each other as people, to exchange information and opinions, talk about experiences, likes

> and dislikes, to explore our similarities and differences, the unity in diversity of our complicated and crowded continent.
>
> It is to this type of learner that the organizers of mass adult education necessarily look, and the (Council of Europe) organizers felt that it could perform a useful function in providing, on the basis of its principles for the operational analysis of objectives, a detailed specification of what, in its opinion, the learner of a foreign language ought to be able to do with it, if he was to be reasonably in control of his social intercourse with speakers of that language - what feelings and notions he would need to express, or ask about, or argue about, and in general how to order the business of daily life. Then, of course, comes the question of *how* to express these notions, and so on. We must, of course, control a certain vocabulary and grammar, an indeterminately large set of utterances, partly remembered, largely specially put together for the purpose. But - and for the approach of the group this principle is of primary importance - this apparatus of sentence formation, the grammar and the lexicon is not an end in itself, it is simply a tool for the performance of the communicative functions, which are what really matter.

How new is the notional syllabus?

Although Trim places particular importance on training persons to effectively communicate their evaluations, intentions, attitudes, and emotions in their adopted tongue, proficient language teachers have been doing this implicitly for years under the direct method, the audiolingual approach, situational reinforcement, the silent way, the community-language-learning approach, the eclectic method, and other standard twentieth-century language-teaching modes.

Going further back in history, Kelly (1969) reminds us that during the Renaissance various dialogues were used in the teaching of 'modern' languages to treat *all* aspects of social life. Kelly states that 'the best of them - John Florio's *First Fruits* and *Second Fruits* - tried to school the pupils in social behavior and in graceful conformity to the genius of the language. Hence there are passages dealing with social class, courting, and quarreling as well as the usual shopping and traveling'.

It is interesting to note as a matter of curiosity, Kelly's finding that Renaissance teachers soon realized that the dialogue could teach

rudeness as well as courtesy, and sought to liven their teaching by drilling the well-turned (sarcastic) insult:

> Good day, you traveler's nightmare. R: And good day to you, you glutton, epitome of greed, gobbler of good cooking. V: My deepest respects, you enemy of all virtue. R: Pleased to meet you, you shining example of uprightness. V: Good morning, you fifteen-year-old hag. R: Delighted, you eighty-year-old schoolgirl...
>
> - 1524 Erasmus 374: 629E

As methodologists like to point out, a new fashion in language teaching never entirely replaces the methods that preceded it. Rather, it coexists with these earlier modes and may modify them in such a way as to improve them. What is *new* in EFL/ESL, then, is that educators in this field have developed a new awareness of and interest in using materials with *communicative* units, the purpose of which is to provide the student not only with linguistic competence but with communicative vigor as well.

Stratton (1977) remarks that although the pressure for a change to the notional syllabus in foreign- and second-language teaching 'has come from British applied linguists, the composition component of most university freshman English courses in America has for years been based on this approach. The name given to it in this context is more often Rhetoric, but the approach is very similar .... However, the "new" notional syllabus is intended to embrace all the language skills - reading, writing, listening and speaking - and is primarily designed for the foreign- and second-language learner living outside an English-speaking community. Also there is an attempt to approach the language skills more rigorously than most traditional rhetorical syllabuses do.'

A LOOK AT THE LITERATURE

Wilkins's ideas

Seeing that the notional syllabus represents not so much something new as simply a *shift in emphasis in* foreign-language teaching, let's take a closer look at the literature to see what this new emphasis

entails. As of this writing, one of the most ambitious inquiries into the potential of notional syllabuses in that of D A Wilkins (1976). He makes the following major points:

1. Most language courses and syllabuses 'are and probably always have been' derived from *synthetic* language-teaching strategy in which the different parts of language are taught separately and step by step, as in the grammatical syllabus, which takes the learner progressively through the syntactical forms of the target language.

2. Relatively few language courses and syllabuses are based on *analytic* language-teaching strategy in which components of language are *not* viewed as building blocks which must be progressively mastered. 'Much greater variety of linguistic structure is permitted from the beginning and the learner's task is to approximate his own linguistic behavior more and more closely to the target language.' The notional syllabus would fall into this category, for it gives priority to the semantic content of language learning. This priority would insure that the learner is aware of the ways in which different types of meaning are expressed in the target language so that he can adapt and combine the different components of this knowledge, and thus become a competent communicator in the new language. To develop this type of syllabus, we must ask: 'What do native speakers communicate through the language?' The resultant language-teaching activities therefore center around the *content* rather than the form of the target language.

3. 'The advantage of the notional syllabus is that it takes the communicative facts of the language into account from the beginning without losing sight of the grammatical and situational factors.'

4. While notions and the forms that express them vary from language to language, it appears that similar types of notions are expresed in many different languages. Therefore, 'notional categories' can be delineated, at least for Indo-European languages and possibly for others as well.

5. It is convenient to group notional categories into two types: *semantico-grammatical categories and communicative function categories*. Semantico-grammatical categories convey such notions as time, quantity, space and case. Communicative function cateogires express the social purpose of an utterance. These categories should be taken account of in language teaching because the function of an utterance as a whole - in the larger context in which it appears - produces a meaning beyond that of mere information. 'When a sentence is uttered, it performs a role both in relation to the other utterances that have been produced and as part of the interactive processes involving the participants.'

6. Both the semantico-grammatical and the communicative function categories (the latter, in particular) have heretofore been relatively undelineated, largely because of the difficulties of handling distinctions exhaustively and without redundancy. Furthermore, the categories *do overlap*. 'In the places where I have attempted to suggest some possible linguistic realizations of the communicative functions, the suggestions are made on the basis of introspection and not as the result of objective, observational research. In fact, research into the realization of different functions is a task that would occupy many linguists for many years.'

7. In spite of the difficulties in setting up a 'list' of the communicative function categories, it is possible to speak of six types of communicative function (at least in Indo-European languages) which may be described as follows:

a. Judgment and evaluation (approving, disapproving, forgiving etc.)
b. Suasion (persuading, commanding, scolding etc.)
c. Argument (agreeing, denying, conceding etc.)
d. Rational inquiry and exposition (inferring, comparing, proving etc.)
e. Personal emotions (enjoyment, sorrow, resentment etc.)
f. Emotional relations (greetings, gratitude, flattery etc.)

8. In the language classroom more attention should be given to these communicative functions than has been done in the past. Although students have been presented with numerous exercises in the semantico-grammatical categories, there has been no systematic treatment of the communicative function categories. Yet these categories, which address the meaning arising from the fundamental distinction between what we do through language rather than what we report by means of language, are very important for the target language learners. 'The person who says, "The manager ordered the drunk out of the restaurant" is *reporting*....(a command). The person who says, "Get out of here" or "Time you left" is issuing a *command*. The fact that we may know (in the case of a foreign language) how to report does not mean that we know how to do.'

9. Notional syllabuses 'as such do not exist,' and the potential of such syllabuses as a structure for language teaching 'is obviously still largely unexplored.' Furthermore, 'it would be premature to suggest that we are already in a position to put forward a coherent and adequate account of the methods and techniques to be used with a notional syllabus.'

10. Because the function of an individual utterance 'is often not deducible from its form, but can only be discovered when the context in which it occurs is fully taken into account' it would seem that 'learning based on a notional syllabus demands a linguistic context for utterances that is larger than the sentence ..... It would seem to follow that the use of dialogues in teaching is far more crucial than is the case in synthetic approaches, that such dialogues should be based much more closely on the kinds of linguistic interaction that take place in real language use and should not be treated simply as ways of contextualizing particular grammatical structures, and that the contribution of the learner should be to play those roles in the dialogue which we can predict he will take subsequently in real acts of communication'

Alexander's recommendation of a 'notional/structural' syllabus

Reflecting on Wilkins's thoughts, we find that he and all of us face

largely unmapped territory. Language-teaching methodologist L G Alexander (1967) states that while present language teaching *must* accommodate another set of challenging ideas, that is, those stemming from the notional-syllabus concept, 'it will be some time before we see how far current practice will be modified.'

Alexander then speculates on the overall design of a language course suitable for the zero-level adult learning situation, asserting that 'we seem to have three possible frameworks: (a) strict structural grading (the system which has already been extensively applied and has been shown to be deficient in some respects); (b) a syllabus based wholly on functions (which would undoubtedly fail to present essential grammar adequately because there would be no basis for control); and (c) a notional/structural syllabus which would reconcile language functions and conventional grading.' He concludes that 'the problem of constructing a notional/structural syllabus should not be underestimated, yet I believe it to be wholly feasible and likely to lead to adult beginners' courses which are altogether much more acceptable in terms of cost effectiveness than those we have at present.'

Stratton's concerns

Stratton (1977) expresses concern about the 'heavy demands' that a notional syllabus would place on the language learner. She says that while such a syllabus could be particularly useful for fairly advanced ESL and EFL students at the university level, and in adult courses in English for special purposes, the use of a notional syllabus for the initial stages of learning for children and zero-level adults 'poses grave problems because of the present lack of knowledge about communicative competence and speaking rules. These problems are further compounded by cultural clashes between the speaking rules of the learner's first language, and by difficulties in contextualizing.'

Stratton is also critical of the various taxonomies or classifications that have been made of language functions thus far. She contends that they 'all fail to provide an adequate model of language functions. All are incomplete ... they require subjective decisions on the part

of the analyzer ... and none of the writers has been able to deal effectively with the very complex relationship which exists between the form of an utterance and the interaction of significant factors in the speech situation - the personalities of the interlocutors, their status and roles, the topic etc. - which determine the function of an utterance.'

Despite her reservations, Stratton believes that the development of the notional syllabus concept is a 'very important step forward in the language teaching field' and that 'what the syllabus designers must now do is to develop syllabuses which are suitable for the various language learning situations, making use of both the structural/situational and notional approaches where appropriate.'

A further inquiry into the available literature might yield more insights into the general subject of notional syllabuses, but at this point we at least have some idea of the theoretical framework and its pros and cons. As for the question of whether it will replace the structural approach in language teaching, the answer seems to be 'no'. It would appear that at the earliest stages of language teaching the structural syllabus will remain, augmented only slightly - if at all - by the notional syllabus. At the intermediate stage a structural/notional syllabus may be employed. At the advanced stage, heavy concentration on a notional syllabus appears feasible.

PRACTICAL APPLICATIONS

Now for the question that language teachers are particularly eager to have answered: What are some of the concrete, practical applications of the notional syllabus in the language classroom? Here we resemble hunters stalking the legendary Abominable Snowman, whose giant footprints have reportedly been found in the Himalayas: notional syllabuses have left sizeable impressions in language-teaching terrain, but no one has yet seen one of the controversial beasts!

A pedagogical English notion list

Because we felt that intermediate EFL/ESL students could benefit from

being exposed systematically to the major English notion terms in the various function categories, Gerald S Hawkins and I included in our book *Conversation in English: Professional Careers* a pedagogical English notion list, designed to be used both as a vocabulary list and as a foundation for notional exercises. We organized our list along the general lines of the categories envisioned by Wilkins and others; however, we arranged and supplemented the function/notion categories in a manner that we hope will make the material teachable rather than theoretical.

One of the liberties we took was to identify 'seven broad communicative functions' (function categories) instead of the eight categories that taxonomist Wilkins set forth (Wilkins 1973) or the revised number of six that he subsequently described (Wilkins 1976). Since other writers suggest categories amounting to the same or a different number, it is obvious that there are many ways to slice the communicative-function pie, none of which is easy, even for veteran taxonomists. For this reason, language teachers may find it preferable to utilize lists already drawn up, rather than making their own. Our list is one possible model, although by no means *the* definitive list:

PEDAGOGICAL ENGLISH NOTION LIST

Requesting and Giving Information
to ask
to inquire
to request
to question
to answer
to respond
to reply
to express
to tell
to inform
to say
to state
to assert
to remark
to declare
to exclaim
to indicate
to imply
to hint
to point out
to announce
to report
to describe
to show
to illustrate
to demonstrate
to discuss
to reveal
to disclose
to repeat

Expressing Thought Processes
to think
to know
to believe, to feel
to understand
to consider
to realize
to assume
to suppose
to guess
to imagine
to wonder
to decide
to make up one's mind
to change one's mind
to be confused
to misunderstand
to reason
to define
to deduce
to infer
to compare
to contrast
to interpret
to generalize
to summarize
to theorize
to conclude
to confirm
to verify
to prove
to disprove
to anticipate
to predict

Expressing Opinions
to be convinced
to be sure
to be certain
to be positive
to be convinced
to be unsure
to be uncertain
to be reluctant
to maintain
to contend
to stress
to emphasize
to insist
to agree
to concur
to accept
to disagree
to challenge
to reject
to contradict
to dispute
to argue
to object
to oppose
to offer
to refuse
to defend
to deny

Making Judgments
to be right
to be correct
to be wrong
to be incorrect
to make a mistake
to overestimate
to underestimate
to justify
to judge
to approve
to disapprove
to admit
to confess
to apologize
to excuse
to pardon
to forgive
to be innocent
to be guilty
to praise
to compliment
to promise
to criticize
to complain
to scold
to blame
to deplore
to condemn

Modifying People's Behavior
to persuade
to convince
to suggest
to propose
to advise
to recommend
to invite
to urge
to beg
to command
to order
to force
to direct
to demand
to threaten
to prohibit
to forbid

to caution
to warn
to correct
to teach
to instruct
to encourage
to assure
to reassure
to console
to cheer up
to discourage

Expressing Personal Feelings (nouns)
fondness
liking
affection
love
dislike
antagonism
hatred
happiness
joy
delight
gladness
unhappiness
sadness
misery
depression
sorrow
regret
despair
suffering
pleasure
satisfaction
contentment
comfort
ease
pain
dissatisfaction
discontent
discomfort
embarrassment
sympathy
understanding
enjoyment
amusement
interest
eagerness
excitement
curiosity
fascination
surprise
wonder
amazement
astonishment
cheerfulness
dislike
indifference
disinterest
boredom
apathy
lethargy
disgust
irritability
annoyance
exasperation
frustration
worry
concern
calm
tranquillity
anger
fury
rage
fear
fright
terror
tiredness
weariness
exhaustion
nervousness
thoughtfulness
consideration
thoughtlessness
resentment
envy
jealousy
admiration
pleasantness
contempt
disagreeableness
hope
despair
patience
impatience
unselfishness
selfishness
kindness
meanness
tolerance
intolerance
friendliness
hostility
modesty
egotism
pride
humility
confidence
shyness
gratitude
ingratitude
appreciation
optimism
pessimism
emotion

Interacting Socially (nouns)
standard formulas
  greeting
  leave-taking
  introduction
  gratitude
rejoinders
exclamations
humor
  jokes
  puns
  riddles
  silliness
irony
sarcasm
cynicism
lying
boasting
teasing
name-calling
ridicule
flattery
whispering
shouting
interrupting
politeness
courtesy
impoliteness
discourtesy
rudeness
respect
disrespect
formality
informality
relationship patterns
  husband-wife
  parent-child
  child-child
  child-adult
  teenager-teenager
  teenager-adult
  adult-adult
  lover-lover
  friend-friend

enemy-enemy
teacher-student
colleague-colleague
buyer-seller
educated-educated
uneducated-uneducated
educated-uneducated
male-male
female-female
male-female

Before we move on to what can be done with such a list in the classroom, there are a few aspects of it that should be clarified. As we stated in our Teacher's Guide, the following points are worthy of note:

1. The purpose of language is to communicate. One form of communication is the interaction between speakers. This interaction is facilitated by what are known as the 'communicative functions (uses)' of language. These functions (or uses) change with the situation. The form (grammar and vocabulary) of language varies for different interactions; that is, the *function* of language changes. In this pedagogical list we have identified seven broad communicative functions of language as (1) requesting and giving information, (2) expressing thought processes, (3) expressing opinions, (4) making judgments, (5) modifying people's behavior, (6) expressing personal feelings, and (7) interacting socially (with specific formats).

2. Under each of the seven categories there are many notions. The word *notion* comes from the Latin *noscere*, 'to know,' and is defined here as 'a mental image of whatever may be known or imagined.' A synonym for *notion* in this sense is *idea*. (There are other meanings in the word *notion*, such as 'vague thought, whim, or intention,' but we are interested in only the primary definition for the purposes of this list.)

You will note that the notions in the first five function categories are listed here as verbs. The notions in the remaining two categories are listed as nouns. Often a notion may have as many as four grammatical forms, as in *resentment, to resent, resentful,* and *resentfully*. If we were to give all of the notions in all of their

grammatical forms, we would have an unwieldy list. We believe that for ease of handling some of the categories are best delineated in verb listings; other categories, in noun listings.

3. We do not show subcategories for what might be called subfunctions. Under the function entitled 'Modifying People's Behavior,' for example, we could speak of a 'suasion subfunction' and list the notion words *to command, to order, to force, to demand* etc., under this subfunction. However, if the subfunctions were separated out, the categories might increase to thirty or more. It is not helpful pedagogically to go to such a fine division; therefore, we prefer to expose the student only to the notion words themselves.

4. The list is not all-inclusive. There is a multitude of notions that fit into these various categories, but only a thesaurus can contain the thousands of notions that exist in a language. We have selected only major notions which the EFL/ESL student is likely to need to be a competent communicator in English.

5. The list does not show modal verbs and their many-faceted notions. We assume that students have gained control of modal verbs and major 'semantico-grammatical' categories under the standard grammatical syllabus.

6. As in other taxonomies, the function categories overlap. One can argue that the notion 'to agree' is not only part of 'expressing opinions' but is also part of 'expressing thought processes.' However, for the sake of simplicity in handling the notions, we do not indicate the alternative categories in which a notion word could fit.

7. The section of the list that treats the function of 'expressing personal feelings' could be divided into 'positive feelings' and 'negative feelings.' However, we have chosen to avoid the inevitable philosophical controversy that arises when connotations are comtemplated. (Is 'anger' truly negative? Is 'anger' really the opposite of 'calm'? etc.) Instead, we have simply listed 'word sets' containing related terms, as in the case of *anger, fury* and *rage*.

Certain word sets can be presented as 'opposite' to other word sets for pedagogical purposes, but we leave this to the individual teacher's discretion.

Using the pedagogical notion list

Once a pedagogical list of this sort is available, what next? We think that the list itself should be introduced as classroom material at the intermediate level. If students are to achieve genuine proficiency in English, they should learn the actual vocabulary word for a notion as well as the various ways in which the notion is conveyed. For example, students will want to learn that to ask boldly or urgently is expressed by the notion 'to demand.' It is close in meaning to the verb *to command*, and in fact sometimes relies on impolite commands to get its meaning across, as in *Shut the door. I'm cold.* Like commands, demanding can also be implied, as in *I wish I had a sweater. I'm freezing.* (The listener is strongly urged to lend the speaker a sweater.) *It's so cold in here that I'm sure a window is open.* (The listener is strongly urged to check the windows.) etc.

Before students can grasp the various forms of demanding in English, they must learn the verb *to demand* as a regular vocabulary item, preferably with the native-language lexical equivalent. It would appear, therefore, generally expedient *to teach* the major English notion words as straight vocabulary items before embarking on notional exercises. One way to do this is for you, the teacher, to break the list down into convenient teaching 'packages' - related words, no more than a dozen in number - to be presented as one vocabulary package per day, independent of other lesson material.

For instance, within the 'expressing opinions' category in the pedagogical list above, there are eight verbs that express (the subfunction of) disagreement in English. These are *to disagree, to challenge, to reject, to contradict, to dispute, to argue, to object,* and *to oppose.* If you pull out this group of related verbs for a teaching package, you might then wish to do the following in class:

1. Pronounce each word and have the students repeat it. Give the native-language equivalent. This is helpful, since these words are closely related and it may be difficult to differentiate the shades of meaning by using only English explanations. (If you are not familiar with the students' native language, you can ask them to look the words up in their native-language dictionaries.)

2. Give additional forms of these words. For example:

to oppose: opposition - to be opposed to - to be opposite

3. Make up sentences using these verbs. Have the class listen or write the sentences down for further familiarization.

4. Indicate some of the accepted ways that an English speaker conveys strong disagreement, as in: *I'm sorry, I really can't agree with you.* (polite); *You're absolutely wrong!* (impolite).

An alternative to teaching notion words straight from a pedagogical list is to give the complete list to intermediate students, asking them to circle all of the words they are familiar with and to write next to them the native-language equivalents. Then, as the course progresses and they encounter in the lessons more of the notions, they can circle and translate these. By the end of the course most of the words will have been mastered. Any that are not, you can explain at this time, and the student finishes up with his own glossary of notions.

Teaching notions in context

Obviously, teaching vocabulary items is only the first step in notionally oriented language material. Students need to see how various notions are expressed in meaningful contexts, and, as Wilkins has said, the use of dialogues in this connection appears to be crucial.

After writing a number of fairly long (forty-line) dialogues, we found

that a sizeable number of common notions appeared in the flow of conversation. Sometimes a notion word itself might appear, as in *He reassured me.* At other times, the notion might be implied, as in *He told me that I would get well soon.* We decided, therefore, that it would be useful to write 'notional identification exercises,' which would give students practice in *identifying* notional forms in English. Since such an exercise is a step in the direction of creating practical, effective classroom material for a notional syllabus, I describe it here as a possible model for exercises that you may want to develop, based on your own textbook material. The following is from our *Teacher's Guide*:

After the students have read the dialogue and undersand it, they can participate in the notional identification exercise which appears in the 'Analysis' section of the unit. For each of the five statements in the exercise, the student must find the line of the dialogue that expresses the identical idea. Here is a sample statement in the exercise: The speaker expresses annoyance when greeted by the other speaker._____

The line from the dialogue is: *Don't say good morning to me!* The student must rewrite exactly this line in the space provided in the exercise. While this may look like a simple matter to the native speaker of English, it is a more complex one for the learner of English. Remember, he has to re-read the dialogue until he comes to the correct line. Sometimes other dialogue lines may resemble the notion under discussion. He must choose the *best* one.

If you wish, you may conduct this as an oral exercise. However, since the strong students will find the correct lines more quickly than the weak students, it is better to make it a written activity. You can go over the exercise with the class to check responses and to encourage discussion of the various notions.

Note: When the parenthetical phrase 'two statements' follows the 'speaker sentence' in the exercise, this means that the notion the student is to find in the dialogue is expressed in two *contiguous*

statements. He must write both statements: *Example*: The speaker objects to using solar energy units on the roof. (two statements)_____

_____

The student writes: *But that would spoil the roof line. A row of solar collectors is not aesthetically pleasing.*

After the students have filled in the correct lines from the dialogue, you can expand the exercise in various ways. One possibility is to ask the students to think of other ways to convey the same notion, using their own wording. Another possibility is to re-examine each notion and ask the class to give examples of occasions in their own lives where this notion played a part. For instance, when asked to give an example of the notion 'to scold' a student might say something like this: 'After I broke my mother's vase, she scolded me. She said I was careless. I agreed that I was.'

Still another possibility is to take a notion in a particular lesson - 'expressing admiration,' for instance. Ask the class to divide up into pairs and to write a short dialogue based on this notion. When they are finished, they can read their original dialogues to the group. If their dialogue lines sound unnatural, you can help make them conform more closely to natural English.

Your students need not be confined to working only with the five notions highlighted in the exercise. Encourage the class to look for other major notions in the dialogue as well, since each dialogue is a rich source of different communication situations - cooperation, anger, pride, asking for information - to name only a few. You should find that repeated use of this kind of 'analysis' activity will considerably sharpen your students' awareness of how English is used in a wide range of social contexts.

The following dialogue and accompanying notional identification exercise illustrate the way in which these two elements dovetail. The scene is a science classroom. Students B, C and D are speaking to the teacher:

A (Teacher): That's the end of the lesson on the solar system. Before we use the microscope to look at a meteorite, are there any questions?

B. What does the textbook mean when it says that meteorites are extraterrestrial material?

A: Simply that these chunks of rock come from beyond the earth.

B: They move in an orbit around the sun, and then they hit the earth?

A: Yes.

C: Can I find one near here?

A: If you look hard enough, and if you're lucky. Two or three fall on the earth somewhere each day - in the oceans, on the deserts, or in the countryside.

C: The textbook says they have a blackened surface, and that they make a small hole in the ground when they fall. They can be made of stone or iron.

B: That's why scientists think they're the fragments of a broken planet. The iron came from the core of the planet when it broke up billions of years ago.

D: How did it break up?

A: Perhaps in a collision in space with another small planet. Now come up to the bench, please, and look at this section of a stone meteorite through the microscope.

D: May I look first?

B: Let's put these test tubes in the sink for safety - they have acid in them.

D: *(looking through the microscope)* Hey, that's pretty. All different colors!

A: Those are the different minerals.

B: May I look?...Wow! The minerals are all pressed together. I can see a dark crystal in the center.

A: That's a small fragment of iron.

B: Where did this specimen come from?

A: It fell in Mexico, and the school bought a piece of it from a museum.

C: Are meteorites of any use?

B: *(so as not to be heard by the teacher)* What a stupid question!

A: They are of value scientifically By studying them we add to our knowledge of the solar system. And new minerals have been discovered in meteorites.

B: Do any meteorites show signs of life?

A: No. Hydrocarbon compounds have been found, but these compounds were probably formed in space under heat and pressure. They are not organic.

B: Meteorites make a good lesson, because we can learn about mineralogy *and* chemistry.

D: *And* geology, and astronomy....

A: Yes, they all deal with meteorites.

C: Is it true that some meteorites contain diamonds?

A: The iron fragments do. They're very small, like industrial diamonds. They were formed from carbon during the big collision in space.

C: Gee! I'm going out this weekend to find a meteorite for myself!

Notional Identification: Select and write a sentence from the dialogue to match the following ideas.

1. The speaker gives a polite command._____
_____

2. The speaker expresses curiosity about whether or not a meteorite contains organic compounds _____
_____

3. The speaker criticizes another speaker _____
_____

4. The speaker reveals a very strong intent _____
_____

5. The speaker is surprised by the beauty of a meteorite. (two statements) _____
_____

(Dobson and Hawkins 1978)

Additional activities

The notional identification exercise presented above is only one of the exercises that language teachers may wish to try out in their classes, in line with the interest in the notional syllabus. It is not possible in this article to treat other exercises at length - exercises which are, for the most part, still on the 'drawing boards' in the minds of many methodologists. Nevertheless, we can visualize

some additional classroom activities that could bring about a greater degree of notional awareness. Among these might be the following:

1. Paraphrasing lines in a dialogue, showing alternative ways of expressing the same notion.
2. Taking a prepared dialogue and changing it to a more formal or less formal style.
3. Adding appropriate lines to the beginning and end of a dialogue.
4. Taking a prepared dialogue and showing how it might be worded if one of the speakers were lying, hostile, humorous etc.
5. Completing a dialogue in which words have been left out.
6. Engaging in role playing in which only a brief outline of the situation is given.
7. Giving appropriate rejoinders to isolated questions or statements.
8. Examining reading passages that contain conversation and identifying the major notions that appear.
9. Reporting on conversation heard in real life, on television, or in a film and discussing its notional content.
10. Listening to a chunk of conversation recorded on tape; taking notes on the notions expressed and then summarizing this material.
11. Discussing the paralinguistic features, such as gestures and facial expressions, that often accompany notions in oral communication.
12. Describing the cultural context for a given notion as expressed in English or in the students' native language.

Conclusion

Whether the concept of a notional syllabus is a passing fad or a contribution of lasting impact on the way we teach languages remains to be seen. However, I believe that teaching students to identify the major functions and to learn how these functions convey notions is of paramount importance.

Interestingly, experts on Egyptian hieroglyphics indicate that the ancient Egyptians believed that it was very important to identify various language functions. They did this by using special symbols at the end of a statement. These symbols - known as determinatives - were soundless, not to be read. Nor did they have significance on

their own. They simply enhanced meaning by identifying the categories of expression. For example, was the sign expressing something bad. A figure with hand in mouth expressed pleasures of the senses, while was used to express happy emotions. So important was this concept to the ancient Egyptians that they invented more than a hundred different'function' determinatives. Today we have streamlined our written language, although we still have in English, for instance, unofficial 'function determinatives' such as , , and the exclamation mark (!) for the function of expressing emotions.

Linguists and textbook writers currently appear to share some of the ancient Egyptian enthusiasm for identifying language functions. However, in the end, it is the patience and understanding of each classroom teacher - not the theoretician or writer - that will help students through the functional-notional maze of their adopted language.

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TESOL CONVENTION

The Teaching English Abroad/Special Interest Group (TEA/SIG) of TESOL, in preparing for the March 1980 TESOL Convention in San Francisco, seeks information from researchers and teachers outside the United States. Researchers overseas are asked to submit abstracts of their research to TEA/SIG even if they do not plan to attend the convention. Teachers overseas needing ideas to improve their teaching in difficult circumstances may submit to TEA/SIG their pedagogical problems with a description of their teaching situation (materials used; number, level and age of students; type and purpose of instruction etc.) Correspondence should be addressed to Dr Lin Loughheed, Education Development Centre, 55 Chapel Street, Newton, Massachusetts, 02160 USA.

THE BRITISH COUNCIL RESIDENTIAL COURSES 1980

Two of interest to TEFL/TESL teachers:

(1) *ENGLISH FOR SPECIAL PURPOSES: A CRITICAL CONSIDERATION*

COURSE 026, 13-25 APRIL 1980 AT READING

This course aims to consider and evaluate recent developments in English Language Teaching in terms of the notion of language teaching for specific purposes. It is not an introductory course, and presupposes participants who have an informed and critical awareness of recent developments in this area. Topics will include The Rise (and Fall?) of ESP, Needs Analysis and Syllabus Design, Methodology and ESP, Teacher Training for ESP, and Evaluation and Testing for ESP. Relevant Case Studies will also feature. The course will comprise plenary lectures, forum discussions and workshop groups.

The Director of Studies will be Keith Morrow, of the Centre for Applied Language Studies, University of Reading, and the Course Tutors will be Pauline Robinson, also of the University of Reading, and Tony Dudley-Evans, University of Birmingham.

It is hoped that guest speakers will include:

Professor Henry Widdowson	University of London
Christopher Brumfit	University of London
Roger Hawkey	British Council
Keith Johnson	University of Reading
Robert Jordan	University of Manchester
Tom Jupp	Pathway Centre
John Moore	British Council
John Swales	University of Aston
John Webb	Colchester English Study Centre
Ronald White	University of Reading

Qualification of Members:
This course is designed for those involved in planning and running ESP programmes in universities and technical colleges, Ministries of Education and other public or private institutions. Participants should have first-hand experience of either teaching or organising ESP programmes - preferably of both. This course is not introductory in nature and participants should have an informed - and critical - awareness of recent developments in this area.

Numbers: There are vacancies for 30 members.

Fee: £390 (see note on accommodation).

Accommodation: This is a residential course. Accommodation will be arranged at a hall of residence during the week and at an hotel during the weekend.

Closing Date: Application forms must be received in London by 1 December 1979. Applications close in Sydney one month prior.

. . . . . .

(2) *TESTING FOR COMMUNICATIVE PROGRAMMES*

COURSE 040, 29 JUNE - 11 JULY 1980, LONDON

An integrated approach to the assessment of communicative performance in English as a Foreign/Second Language.

This course aims to explore the relationship between the communicative needs of the learner of EFL/ESL and the development of suitable programmes and testing systems, with a focus on English for Specific Purposes. It will review the rationale and techniques for criterion referencing of test tasks and the effect of goal-setting on the assessment of learners' achievement and the effectiveness of learning programmes. Procedures for the design, development and operation of test systems will be presented and discussed; workshops will be set up to devise procedures and content to meet actual project requirements. The emphasis throughout the course will be on forming a link between participants' work-in-progress and major projects being developed and operated in various parts of the world by British organisations.

The Director of Studies will be Brendan Carroll and the Assistant Director Ian Seaton, both members of the English Language Consultancies Department of the British Council.

It is planned to give detailed information about the following projects during the course:

The Royal Society of Arts 'New EFL Examinations'
Keith Morrow, Centre for Applied Language Studies, University of Reading.

The English Language Testing Service
Brendan Carroll, English Language Consultancies Department, The British Council.

Assessment of Performance Unit Projects
Tom Gorman, The National Foundation for Educational Research.

European Examinations in EOP (Business Studies)
Ian Seaton, English Language Consultancies Department, The British Council.

Test Systems
Hugh Templeton, King Abdul Aziz University Language Centre, Saudi Arabia.

It is hoped the following speakers will visit the course:

Christopher Candlin — Director, Institute for English Language Education, University of Lancaster. Professional and Linguistic Assessment Board.

John Trim — Director, Centre for Information on Language Teaching. Council of Europe, Committee for Out of School Education.

Qualification of Members: Course members should be involved or have an interest in testing projects in secondary and tertiary level institutions, Ministries of Education and other public and private bodies. This will enable them to relate their study of the major projects in ESP (EAP, EOP, EST) to their own work-in-progress. Thus, to get most benefit from this course, members should be aware of current developments in ESP testing and for this purpose relevant papers will be sent to those accepted for the course.

Numbers: There are vacancies for 30 members.

Fee: £420 (see note below).

Accommodation: This is a residential course. Members will be accommodated at a University hall of residence at Royal Holloway College, Egham, Nr London.

Closing date: Application forms must be received in London by 15 February 1980. Applications close in Sydney one month prior.

GENERAL INFORMATION

Proficiency in English: Members of the course must be proficient in English. They should be able to follow and take part in English conversation conducted at the normal rate. This is essential if they are to derive the maximum benefit from attendance.

Applications: Application forms can be obtained from the Representative, The British Council, or other institution, at the address given below.* Applicants for the time being resident in Britain and candidates from the United States of America should apply to the Director, Courses Department, The British Council, 65 Davies Street LONDON WIY2AA.

Telephone number 01-4988011.

Travel to and from Britain: Members must make their own travel arrangements to and from the course centre. Return reservations should be made if possible before members leave their own country, as it may be difficult to secure them while in Britain.

Accommodation: No provision is made for accommodation before or after the course. Those requiring such accommodation should book through a travel agent. In the event of real difficulty, the British Council may be able to assist if application is made in writing at least three weeks beforehand. Any such application must be accompanied by a deposit of £30 for each night's accommodation required. In any event no guarantee can be given that accommodation will be available.

Course fee: The advertised fee includes the cost of board and lodging, lectures and travel during the course. Course members are required to pay the full fee and no requests for reductions or refunds will be entertained.

Joining Instructions: These will be issued by Courses Department through Representatives, giving directions for reaching the course centre, including postal address and telephone number of the centre and the latest time of arrival.

Duration of Course: Members should assemble at the course centre on the afternoon of the first date shown and will be free to disperse after lunch on the last date, unless anything to the contrary appears in the joining instructions.

Cancellation of course: The British Council reserves the right to cancel any course, without notice and without indemnity, subject to the return of any registration or enrolment already paid.

Applications should be made to:

*The British Council
Edgecliff Centre
203-233 New South Head Road
EDGECLIFF NSW 2027

* * * * * * * * *

GRADUATE DIPLOMA IN MULTICULTURAL EDUCATION, ARMIDALE

PURPOSE

The purpose of the programme is:

- To provide a specialist professional qualification for teachers, administrators and other policy-makers.
- Its particular emphasis is the educational support of minority groups in the community, including English as a Second Language, and secondly, the development of multicultural studies programmes appropriate for all Australians.
- The Diploma qualifies teachers for four-year-trained status.

ENTRY REQUIREMENTS

- Ordinary entry is available to applicants who have completed a teacher preparation of at least three years such a a Dip. Teach., or a bachelor's degree and basic professional qualification, or equivalent, and have at least three years' professional practice.

OUR PHILOSOPHY

- Institutions must recognise the equal validity and dignity of all cultures and aim to develop a society based on understanding and mutual respect, regardless of origin.
- All citizens should have equal access to social resources and equal opportunity to have their cultural values respected.
- Australian social institutions should promote cohesion within a framework of cultural diversity.

PROGRAMME STRUCTURE

In 1980 candidates enrolling in the GRADUATE DIPLOMA IN MULTICULTURAL EDUCATION have the opportunity of specialising either as language teachers, general teachers or administrators/policy-makers, by choosing course patterns from among the following offerings:

1	The Constuction of Society
2	Linguistics for Language Teaching
3	Language, Society and Learning

4	Community Relations
5	The Methodology of Language Teaching
6	Educational Practice in a Diverse Society
7	Asian Societies and the Challenge of a New Identity in Australia
8	Australian Social Policy: Achieving Cohesion in an Immigrant Society
9	The Cultural Context of Professional Practice
10	Individual Project

Candidates normally satisfy requirements in two stages, each of one year, completing three courses in Stage 1 and three courses and an individual project in Stage 2. Courses 1, 3 and 9 are common to all specialisations. Recommended course patterns are listed below.

For application forms and information please write to:

The Admissions Officer
Armidale College of Advanced Education
Mossman Street
ARMIDALE NSW 2350

Telephone: (067) 721244

Applications close October 2

EXTERNAL STUDY PROGRAMME

Candidates may complete the programme over two years' external study, but enrolment over a longer period is common. Flexibility to meet work and family situations is possible.

* * * * * * * * *

A compulsory residential school of a week's duration is held in Armidale during each stage of enrolment. These schools are arranged to fall during the May and August vacation periods.

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The Graduate Diploma is taught by an approach that recognises professional standing, and proceeds by reading, seminars and professional exchange. Members of the lecturing staff visit the main student centres once each term. The teaching procedures are designed to allow candidates to work towards a specialist qualification by a process of self-development and professional exchange within the context of current professional practice.

* * * * * * * *

SUGGESTED COURSE PATTERNS

1. For Language Teachers the following courses are recommended:

Stage 1 The Construction of Society
Linguistics for Language Teaching
Language, Society and Learning

Stage 2 The Methodology of Language Learning
Educational Practice in a Diverse Society
The Cultural Context of Professional Practice
Individual Project

2. For General Teachers the following courses plus electives in Stage 2 are recommended:

Stage 1 The Construction of Society
The Cultural Context of Professional Practice
Language, Society and Learning

Stage 2 Educational Practice in a Diverse Society
Two Stage 2 electives
Individual Project

3. For Administrators the following courses plus electives in Stage 2 are recommended:

Stage 1 The Construction of Society
The Cultural Context of Professional Practice
Language, Society and Learning

Stage 2 Australian Social Policy: Achieving Cohesion in an Immigrant Society
Two Stage 2 electives
Individual Project

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RELC REGIONAL SEMINAR

Evaluation and Measurement of Language Competence and Performance

Singapore, 21-25 April 1980

The Southeast Asian Ministers of Education Organization (SEAMEO) Regional Language Centre (RELC) will hold its 15th Regional Seminar, 21-25 April 1980, in Singapore. The theme of the seminar is 'Evaluation and Measurement of Language Competence and Performance'.

The objectives of the seminar are:

To review current methods of testing language competence and performance

To consider research in the field of language testing and its relationship to language teaching

To discuss the problems of language testing in the multilingual and multicultural societies of Southeast Asia

To stimulate interest and research in the field of language testing in the region.

Abstracts are invited on topics relevant to the theme of the seminar. Further information and invitations to participate in the seminar can be obtained from the following address:

Director
(Attention: Chairman
Seminar Planning Committee)
SEAMEO Regional Language Centre
RELC Building
30 Orange Grove Road
Singapore 1025
REPUBLIC OF SINGAPORE

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